



Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE
In Religious Studies (4RS1)
Paper 1: Beliefs and Values

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Mark
1(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • People are born sinful (1) • People learn bad behaviour (1) • Everyone has a spark of the divine (1) • People are selfish (1) • People are driven by innate behaviours (1). <p>Accept any other valid response.</p>	3

Question number	Answer	Reject	Mark
1(b)	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Some believe that God gave humanity the freedom to choose (1), a person can use this freedom to do good or do evil (1). • Some believe that every action is predetermined (1), God already knows the choices a person will make (1). • Some believe in partial freewill (1). An individual therefore has some influence on events but some are controlled by a higher power (1). 	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	4

	<p>Candidates who give only one type of belief cannot go above 2 marks.</p> <p>Accept any other valid response.</p>		
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Question Number	Indicative content
<p>1 (c)</p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Many Buddhists believe in the inter-relatedness of all things. Harming one part of the environment is the same as harming all of it, including humans. • Buddhists have a duty to show metta and compassion to all living things since ahimsa teaches they should do no harm to anything. Disrupting a habitat causes harm. • Buddhists ensure their actions will be beneficial not only to themselves but to the whole planet, since the Noble Eightfold Path teaches Buddhists to practise right action. Many consider this to mean they should live simply. • The Dalai Lama said: 'We are the generation with the awareness of a great danger. We are the ones with the responsibility and the ability to take steps of concrete action, before it is too late.' Many Buddhists will therefore work to sustain their environment. <p>Accept any other valid response. (6)</p>
	<p>Christianity:</p> <ul style="list-style-type: none"> • Christians believe God created the world. He gave Adam the duty to care for his creation and this responsibility applies to all humanity. • They believe God has loaned the planet to humanity and will expect it back in good condition. They therefore have a

	<p>responsibility to care for the environment on God's behalf, and encourage others to do the same.</p> <ul style="list-style-type: none">• Jesus taught that not a sparrow falls to the ground outside God's care, therefore all living things are of value to God, and should be cherished and protected.• Most Christians believe God gave humans the responsibility of stewardship. They should cultivate the land but treat it with respect, using it wisely and not overusing it. <p>Accept any other valid response. (6)</p>
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	<p>Hinduism:</p> <ul style="list-style-type: none">• Hindus believe all living things are sacred; as a consequence, being respectful of creation will bring an individual good karma. Treating the environment badly may have consequences in the next life.• The atman is part of Brahman so therefore killing a living thing is comparable to harming the Divine. As a consequence, many Hindus are vegetarian.• Hindus believe in the inter-relatedness of all things, therefore righteous action concerning the environment is essential. Treating the environment without respect will increase suffering.• The Assisi declaration stressed the idea that humanity is just one aspect of the way in which God is revealed through evolution. They may be the highest form of life at the moment but that brings responsibility. <p>Accept any other valid response. (6)</p>
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Islam:

- Muslims believe Allah created the world. He gave humanity the duty to care for his creation and treat it with honour as the work of Allah.
- Muslims believe they will be held accountable for their guardianship of the world on the Day of Judgement. Humans should therefore treat the world with respect, as they are responsible for their actions before God.
- Pollution is a current concern due to human wastefulness. The Qur'an teaches Muslims not to be wasteful as Allah does not like those who commit excess. This attitude reduces waste and pollution.
- Many Muslims believe they are the khalifah of the planet. They can use the land Allah gave but they should never exploit it.

Accept any other valid response. **(6)**

Judaism:

- Jewish people believe the Almighty created the world. He gave humanity the duty to care for his creation, cherishing it as God's work.
- They believe God has loaned the planet to humanity and will expect it back in good condition. They therefore have a responsibility to care for the environment on the Almighty's behalf, and encourage others to do the same.
- God created everything with a purpose and Jews should not destroy it needlessly. For example, the Torah contains explicit instructions not to cut down fruit trees, even in times of war.
- Most Jews believe God gave humans the responsibility of stewardship. They should cultivate the land but treat it with respect, using it wisely and not overusing it.

Accept any other valid response. **(6)**

	<p>Sikhism:</p> <ul style="list-style-type: none"> • The Guru Granth Sahib teaches that Sikhs should show respect and responsibility to the creation, bearing in mind the needs of future generations as they use it. • Many Sikhs believe in the inter-relatedness of all things. Harming one part of the environment is the same as harming all of it. As a consequence some Sikhs are vegetarian. • Every life, not just human life, contains the spark of Waheguru, so nature cannot be destroyed or exploited without humans also suffering. • Sikhs are encouraged to develop mastery over their own desires. In doing this they can cultivate and use the land without greed to help maintain the environment in balance. <p>Accept any other valid response. (6)</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1) • Description of relevant religion, beliefs and values is mostly satisfactory (A02) • Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1) • Explanation of relevant religion, beliefs and values is comprehensive (A02) • Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
1(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Scientists have offered explanations for the origins of the universe. The Big Bang theory suggests that matter arose as a result of an explosion and solidified into the planets without the need for a creator to oversee the process. • Science offers evidence to support its assertions. For example, Red Shift suggests the universe started from a single point and that the planets continue to move outwards. • Science offers explanations for the way the world is today. For example, plate tectonics and erosion determine the landscape, evolution and survival of the fittest explain the flora and fauna. • Scientists cannot yet explain what went before the Big Bang and what triggered the event. The theory remains as yet unproven. Some Christians suggest the Big Bang was the mechanism God used to begin the process of creation. • The world, in its splendour, may appear to be designed to benefit human life. For example, earth lies in the Goldilocks Belt, neither too hot nor too cold to sustain human life, implying an all-knowing creator. 	12

	<ul style="list-style-type: none"> • Muslims believe Allah works in the world today. Religious experiences cannot be proven or disproven by science since they depend on faith. <p>Accept any other valid response.</p>	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connection between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Mark
2(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • Earthquake (1) • Flood (1) • Tsunami (1) • Landslide (1) • Hurricane (1). <p>Accept any other valid response.</p>	3

Question number	Answer	Reject	Mark
2(b)	<p>Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Most non-religious people believe there is nothing beyond this world (1). There is no ultimate reality acting in 	<ul style="list-style-type: none"> • Repeated attitude/development. • Development that does not relate both to the attitude given and to the question. 	4

	<p>the world that affects their lives (1).</p> <ul style="list-style-type: none"> • Non-religious people may search for scientific evidence to explain the inexplicable (1), believing that one day science will provide the answer to every question (1). • Some non-religious people believe that there may be an ultimate reality (1). Since it does not appear to act in the world it is of no concern to them (1). <p>Accept any other valid response.</p>		
Question Number	Indicative content		
2(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • In Buddhism many believe there is no concept of sin. Since sin is an act against the will of an individual deity the idea of sin has no place in Buddhism. • The whole universe is subject to the law of kamma, every action has an inevitable effect that operates independently of any deity. • Some Buddhists consider sin to be those actions which transgress the universal moral code. As such sin is a human construct and is evidence of ignorance and stupidity. • Many Buddhists believe that a wicked man needs instruction and guidance; punishment will not correct the ignorance of the wrongdoer. 		

	<p>Accept any other valid response.</p> <p style="text-align: center;">(6)</p>
	<p>Christianity:</p> <ul style="list-style-type: none"> • Most Christians believe sin is an act of disobedience against God’s will. Sin separates humans from God and, without repentance, brings punishment. • God gave humans free will so an individual may decide to act in a sinful way. Only God can act to save the sinner through the sacrifice of Christ. • All humans are descended from Adam and Eve and can choose to disobey God. Original sin was the result of Adam and Eve giving in to Satan’s temptations in the Garden of Eden. As punishment they were banished and made to work the earth. • Through belief in Jesus Christ, Christians believe they can escape eternal punishment for their sins. They can confess their sins and seek God’s forgiveness in order to be reunited with God in heaven. <p>Accept any other valid response.</p> <p style="text-align: center;">(6)</p>
	<p>Hinduism:</p> <ul style="list-style-type: none"> • Hindu scriptures contain many references to sin and sinful behaviour; most Hindus believe sin is a consequence of neglecting one’s dharma. The main causes of sin are believed to be egotism, attachment and delusion. • Sin can come from both intentional actions and unintentional actions, and also through negligence and ignorance which can lead to unintentional sin. • There is no concept of original sin in Hinduism, rather sin is the opposite of virtue. It is difficult to follow the laws of God without sinning, but humans are obliged to try. • Hindus believe there are many ways a person can cleanse their sins, improve their behaviour and conduct and thereby increase their chances of liberation.

	<p>Accept any other valid response.</p> <p style="text-align: center;">(6)</p>
	<p>Islam:</p> <ul style="list-style-type: none"> • Muslims believe that life is a test; Allah weighs an individual's good deeds against their sins on Judgement Day, punishing those whose sins outweigh their good deeds. • Allah has sent guidance to all Muslims through the Qur'an and the prophets. A sin is therefore any act which goes against the will of Allah. • The Prophet Muhammad once said, 'Righteousness is good character, and sin is that which you do not want people to know about'. This illustrates the shameful nature of sin. • There is no concept of original sin in Islam. Followers are responsible for their own deeds. They try their best to follow God's law but still fall short of Allah's standards and must seek forgiveness. <p>Accept any other valid response.</p> <p style="text-align: center;">(6)</p>
	<p>Judaism:</p> <ul style="list-style-type: none"> • Judaism considers breaking any of the 613 mitzvot in the Torah as a sin. Jewish people consider that sinning is an inevitable part of life since no human is perfect. • Within Judaism sin has many classifications and degrees, but no sin committed with willful intent will go unpunished. Wrongdoing committed in ignorance is not considered sinful since a person cannot sin if they didn't know it was wrong. • Sins between people may be considered more severe than sins between a person and the Almighty. A Jew can atone for sins to God at Yom Kippur but must actively seek forgiveness from people they have sinned against. • The Almighty gave humans free will, yet people are weak by nature, and inclined to do evil. God, in his mercy, allows people to repent and be forgiven their sins.

	<p>Accept any other valid response.</p> <p style="text-align: center;">(6)</p>
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	<p>Sikhism:</p> <ul style="list-style-type: none"> • In Sikhism sin is used to describe an action that violates a religious or moral code, as it is an action that has been forbidden or is considered wrong. • Forgetfulness of God is considered the greatest sin in Sikhism. Causes of sin can include the four rivers of fire: violence, attachment, greed and anger. • Sikhism has no concept of original sin, rather a Sikh must work out his own liberation through prayer, service and good deeds. • The Guru Granth Sahib declares that all sins are destroyed by devotion to Waheguru and through his favour. It considers true knowledge to be the greatest purifier. <p>Accept any other valid response.</p> <p style="text-align: center;">(6)</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1) • Description of relevant religion, beliefs and values is mostly satisfactory (A02) • Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1) • Explanation of relevant religion, beliefs and values is comprehensive (AO2) • Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
2(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Allah is all-knowing (Surah 15:131) therefore he already knows the outcome of the test of life for each individual so whatever a person chooses to do cannot change that outcome. • Some believe that everyone should live the life they want in spite of God's plan for them; God is merciful and will forgive a sinner's mistakes. • Some Christians believe that living a good life without belief in God and the saving grace of Jesus has no value in the afterlife. If God has predestined some to heaven and some to hell then good actions are of no consequence. • Sikhs believe that life is pre-destined, what a person does, speaks and hears is already pre-ordained so a believer simply has to follow the path laid down by Waheguru and live a good life. • Many Christians believe that 'Faith without works is dead' (James 2:26), making it vital to live a good life to ensure salvation. They believe a person is justified by his actions, not just by faith. • Many non-religious people believe it is important to live a good life and abide by the law since helping each other makes the world a better place for everyone. 	12

	Accept any other valid response.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make

		<p>connections between the full range of elements in the question.</p> <ul style="list-style-type: none"> • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Mark
3(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • Religious vocation (1) • To protect the environment (1) • Career (1) • They carry a genetic disorder (1) • They can't afford it (1). <p>Accept any other valid response.</p>	3

Question number	Answer	Reject	Mark
3(b)	<p>Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks.</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Most Buddhists accept divorce (1), because marriage has no particular religious significance (1). • An unhappy marriage may cause suffering (1), in some circumstances divorce may be 	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	4

	<p>better than living in a loveless marriage (1).</p> <ul style="list-style-type: none"> • Divorce may be considered a compassionate action (1), since unhappiness may prevent the couple achieving enlightenment (1). <p>Accept any other valid response.</p>		
	<p>Christianity:</p> <ul style="list-style-type: none"> • Many Christians are opposed to divorce (1) since marriage is a promise made before God (1). • Many Christians accept that in some circumstances divorce may be the lesser of two evils (1), for example, in cases of abuse (1). • Some consider the potential harm to the children to outweigh any advantage of divorce (1), and may wait to separate until the children are adults (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	4
	<p>Hinduism:</p> <ul style="list-style-type: none"> • Some Hindus disagree with divorce (1) since it may harm their children (1). • A bad marriage may cause a couple to live in hatred (1), divorce may be better than living in a loveless marriage (1). 	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	

	<ul style="list-style-type: none"> Some may believe that ending a marriage means they have failed to fulfill their dharma (1), so they will try to work out their problems (1). <p>Accept any other valid response.</p>		4
	<p>Islam:</p> <ul style="list-style-type: none"> Most Muslims believe that divorce is acceptable (1) if a marriage has broken down (1). Muhammad said, 'The most detestable of lawful things before Allah is divorce' (1). Divorce may have a negative impact on a family (1). Most Muslims see divorce as regrettable (1), but in some circumstances it may be better than living in a loveless marriage (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated attitude / development. Development that does not relate both to the attitude given and to the question. 	4
	<p>Judaism:</p> <ul style="list-style-type: none"> Most Jewish people believe divorce is acceptable (1) if a marriage has broken down (1). Some Jews oppose divorce (1), because marriage is a contract that involves the Almighty (1). Most Jews see divorce as regrettable (1), but in some circumstances divorce may be better than living in a loveless marriage (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated attitude / development. Development that does not relate both to the attitude given and to the question. 	4

	<p>Sikhism:</p> <ul style="list-style-type: none"> • Some Sikhs are opposed to divorce (1) because the Gurus did not divorce (1). • Some Sikhs accept divorce (1) if the marriage has broken down (1). • Most Sikhs see divorce as regrettable (1), but in some circumstances divorce may be better than living in a loveless marriage (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	4
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Question Number	Indicative content
3 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some religious people believe in life after death because it makes sense of life on earth. They see the trials of this life as preparation for the life to come. • Many Christians believe everyone is born with original sin and a tendency to do wrong. Belief in Jesus and the saving power of God's forgiveness allows them to overcome their sinful nature and be accepted into heaven. • Muslims believe this life is Allah's way of testing the value of their soul. Paradise is the reward for a life well lived in obedience to Allah, and those who remain faithful in spite of suffering. • Some religious people believe in life after death because their holy books are believed to be infallible. The Bible, for example, paints a graphic picture of the joys of heaven contrasted with the fiery pit of hell. <p>Accept any other valid response.</p> <p style="text-align: center;">(6)</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited use of religious terms (AO1) Description of relevant religion, beliefs and values is mostly satisfactory (A02) Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding (AO1) Explanation of relevant religion, beliefs and values is comprehensive (AO2) Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
3(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Most Muslims would allow an abortion if continuing the pregnancy would put the life of the mother at risk. Her death would not only impact the life of the foetus but also that of any existing children and the wider family. Buddhists believe that the kammic consequences of an action are dependent on the intention behind 	

	<p>the act; if the decision to abort is borne out of loving intent it may not have any negative consequences.</p> <ul style="list-style-type: none"> • Some Christians believe the foetus does not become human until between the 40th and 80th days from conception. Some may argue that very early abortions in specific circumstances, such as to save the foetus from suffering, should be allowed. • Most Christians are opposed to abortion because it breaks the commandment not to kill. The Church of England teaches that the life of the foetus is entitled to the same respect as that of an adult. It can never be loving to end a life that God has given. • Most Jewish people would not accept abortions, based on the sanctity of life. The Mishnah says that whoever destroys a life it is as though he destroyed the whole world. It is wrong to consider such an act could ever be the Almighty's will. • Sikhs regard all humanity as created by Waheguru and containing a spark of Waheguru within it. It would not show love of God to abort a life uniquely given by him. <p>Accept any other valid response.</p>	12
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief.

		<ul style="list-style-type: none"> • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
4(a)	Award one mark for each point identified up to a maximum of three: <ul style="list-style-type: none"> • Pray (1) • Feel shame (1) • Seek help from family (1) 	3

	<ul style="list-style-type: none"> • Talk to a priest (1) • Seek a divorce (1). <p>Accept any other valid response.</p>	
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Question number	Answer	Reject	Mark
4(b)	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddhism does not have formal models of family life (1). Women should be focused on their personal responsibility for their own behaviour (1). • The Sigalovada Sutta teaches both the husband and wife should treat each other with respect (1). The wife manages the home and family and the husband shares responsibility with his wife (1). • The roles of men and women are influenced by the prevailing culture (1). For example, Buddhists living in Muslim countries often adopt a male-led family structure (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	4
	<p>Christianity:</p>	<ul style="list-style-type: none"> • Repeated belief/ development. 	

	<ul style="list-style-type: none"> • Some Christians believe God made men and women differently (1), giving men authority over the family (1). • Some Christians believe both men and women were created in the image of God (1), they should share responsibilities and privileges (1). • Many believe women’s primary responsibility is to nurture the family (1), as a result women are often responsible for childcare whilst men are the providers (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Development that does not relate both to the belief given and to the question. 	4
	<p>Hinduism:</p> <ul style="list-style-type: none"> • Some Hindus believe women’s role lies in supporting family life (1), playing an important role in the religious practice of the family (1). • Some Hindu communities accept that men and women are of equal value (1), consequently a Hindu woman may also work outside the home in such families (1). • Women who are mothers are highly respected (1), and expected to fulfil their dharma by caring for the children (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	4
	<p>Islam:</p> <ul style="list-style-type: none"> • Muslims believe that men and women complement each 	<ul style="list-style-type: none"> • Repeated belief/ development. 	

	<p>other (1). Traditionally the woman's role is in the home and the man's role is as provider (1).</p> <ul style="list-style-type: none"> • The Qur'an recognizes the biological differences between men and women (1). Men are generally regarded as protectors of women and families whilst women have children (1). • In some modern Muslim communities women are educated and pursue careers (1). Nevertheless, it is still expected that their primary role is to nurture and teach the children (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Development that does not relate both to the belief given and to the question. 	<p>4</p>
	<p>Judaism:</p> <ul style="list-style-type: none"> • Many Orthodox Jewish people believe the primary role of a woman is as wife and mother (1). The roles for men and women are separate but of equal value (1). • Reform Jews have a more liberal view of the roles based on societal change (1). Both husband and wife share the responsibilities of working and raising the children (1). • The Talmud describes different roles for men and women (1). Men are seen as protectors and providers; women have a more nurturing role (1). 	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	<p>4</p>

	Accept any other valid response.		
	<p>Sikhism:</p> <ul style="list-style-type: none"> • Traditionally women have more of a role in the home whilst men are seen as providers (1). The Guru Granth Sahib encourages respect for women and their role (1). • In modern Sikh communities, families may depend on the salaries of two parents (1). As a result, Sikh fathers are increasingly involved in bringing up children (1). • The Gurus spoke out against practices which forced women into subservient household roles (1). For example, Guru Ram Das condemned the dowry ritual, since Sikhs are created equally (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	4

Question Number	Indicative content
4 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some non-religious people believe life has no higher meaning or purpose. Humans are here due to evolution and survival of the fittest and human life has no more intrinsic value than that of any other animal. • Some find meaning and purpose in working to improve the quality of life for others. They may choose to work in professions like medicine or International Aid. If this life is all there is it should be a good as it can be.

	<ul style="list-style-type: none"> • Some seek meaning and purpose in those things which they can control, such as finding a partner and raising a family. • Some find meaning and purpose in the pursuit of power or money, competing to be better than others gives their life purpose. <p>Accept any other valid response.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1) • Description of relevant religion, beliefs and values is mostly satisfactory (A02) • Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1) • Explanation of relevant religion, beliefs and values is comprehensive (AO2) • Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
4(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Christians believe children are a gift from God and only God has the authority to decide who has a 	

	<p>child. Some see the use of contraception as a way of defying God's will.</p> <ul style="list-style-type: none">• The Qur'an says 'Do not kill your children for fear of want' and Muslims are opposed to any form of contraception which causes early abortions of a fertilized egg.• The Torah commands Jewish people to 'Go forth and multiply'. This command from the Almighty encourages some Jewish people to have large families.• Many Christians accept the use of contraception if having a baby would put the mother at risk or affect the lives of her existing children.• Many religious people would accept the use of the morning after pill to prevent pregnancy in the case of rape; a pregnancy in such circumstances would increase suffering.• Some religious people accept the use of contraception, particularly barrier methods which prevent conception, for family planning for the sake of the mother's health, and the well-being of everyone in the family. <p>Accept any other valid response.</p>	<p>12</p>
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements

		are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Mark
5(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • It lowers the crime rate (1) • Society is safer (1) • Former criminals contribute to society (1) • It reduces re-offending (1) • It shows the value of every life (1). <p>Accept any other valid response.</p>	3

Question number	Answer	Reject	Mark
5(b)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The differences between religious beliefs divide people (1). Disagreements between individuals can escalate into conflict (1). • Within a family parents may try to enforce their religious beliefs (1); the children may want to live differently (1). • Historical events may shape negative attitudes towards those of other religions (1). For example, the conflict between Catholic and Protestant 	<ul style="list-style-type: none"> • Repeated way/ development. • Development that does not relate both to the way given and to the question. 	4

	Christians in Northern Ireland (1).		
	Accept any other valid response.		

Question Number	Indicative content
5(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Many religious people consider that capital punishment acts as a deterrent, so fewer crimes will be committed and society will be safer for all. • Some holy books support the use of capital punishment for crimes such as murder and terrorism. • Capital punishment may provide justice for those who have been wronged or for their families. People understand that there is punishment for those who commit crimes and learn the basis of a civilised society. • It removes those who are the greatest threat from society, so everyone feels protected from their crimes. <p>Responses should be linked to a specific religion but similar attitudes may apply to all.</p> <p>Accept any other valid response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited use of religious terms (AO1) Description of relevant religion, beliefs and values is mostly satisfactory (AO2) Gives a partial explanation of the significance and influence of beliefs and values (AO2)
Level 2	4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding (AO1) Explanation of relevant religion, beliefs and values is comprehensive (AO2) Explanation of significance and influence of beliefs and values is comprehensive (AO2)

Question number	Indicative content	Mark
5(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Some Christians may agree based on the concept of original sin and the nature of human beings as inherently sinful. Humans will always want to feel more powerful than others. Some non-religious people may also agree because some members of society are easily perceived as weaker and as potential victims. They point to the behaviour of animals in removing weaker members from the herd, and bullying is a human expression of that instinct. 	12

	<ul style="list-style-type: none"> • Bullying others, especially in the workplace, to make them do what you want can be a successful strategy in a competitive environment; bullies may be judged as successful. • Some would disagree, arguing that it is possible for humans to act in a loving and charitable way rather than acting on their baser instincts. • Jewish people may suggest that, since they have to seek forgiveness from those they have wronged, bullying is pointless and just takes a person further from the will of the Almighty. • Muslims may say that if everyone saw society as a family, as Islam does, bullying could be prevented since everyone will encourage their brothers and sisters rather than bullying them. <p>Accept any other valid response.</p>	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.

Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
6(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • It is wrong to take a life (1) • It removes evil people from society (1) • It acts as a deterrent (1) • It provides retribution for the victim's family (1) • Sometimes the wrong person is executed (1). <p>Accept any other valid response.</p>	3

Question number	Answer	Reject	Mark
6(b)	<p>Award one mark for providing a difference. Award a second mark for development of the difference. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sins are offences against the will of God (1); crimes break the law of the land (1). • Sins are judged by God (1); crimes are judged in the courts (1). • Crimes are punished on earth (1); sins are punished in the afterlife (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated difference/ development. • Development that does not relate both to the difference given and to the question. 	4

Question Number	Indicative content
6(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Bullying contradicts the message of the holy books, which expect their followers to act with lovingkindness. Bullies disobey God's will. • Religious people should treat God's creations with respect. Bullies disrespect God's plans for humanity. • Rather than bullying the weak religious people should work on behalf of victims. They should support those who suffer and educate offenders. • Bullies should repent or make up for their wrongdoing and seek forgiveness from both God and their victims. <p>Responses should be linked to a specific religion but similar attitudes apply to all.</p>

	Accept any other valid response.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited use of religious terms (AO1) Description of relevant religion, beliefs and values is mostly satisfactory (A02) Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding (AO1) Explanation of relevant religion, beliefs and values is comprehensive (AO2) Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content
6(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Some Christians would agree, believing that it is wrong to fight and kill those whom God has created uniquely. They work to bring those in conflict back together. When Jesus was arrested he refused to fight back and healed the Roman soldier. Following the example of Jesus encourages peacemaking. Buddhism is essentially a peaceful religion; the first of the Five Precepts is 'Avoid killing or harming any living thing'.

- Many religious people believe they have a duty to fight to defend their faith. For example, Muslims are required to fight if Islam is attacked; sometimes conflict is necessary to achieve peace.
- Many Christians fought in the Second World War as the enemy was perceived as a great evil and fighting against them was acting for the good of all.
- Sikhs have a history of fighting to defend Sikhism. The Khalsa was formed for this purpose in 1699 by Guru Gobind Singh.

Accept any other valid response.

(12)

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question.

		Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Mark
7(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • Fairly (1) • Equally (1) • With respect (1) • With honesty (1) • With kindness (1). <p>Accept any other valid response.</p>	3

Question number	Answer	Reject	Mark
7(b)	<p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddhism teaches the importance of compassion (1). For many this means helping the poor as much as they can (1). • Buddhists are taught that wealth can lead to suffering if it is gained as the result of greed (1). However, it also 	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	

	<p>enables a person to gain good kamma through generosity (1).</p> <ul style="list-style-type: none"> • The Buddha realized that a life of luxury or of deprivation would not lead him to the truth (1). Buddhists therefore encourage the middle way for all to avoid both greed and poverty (1). <p>Accept any other valid response.</p>		4
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	<p>Christianity:</p> <ul style="list-style-type: none"> • The New Testament teaches that love of money is the root of all kinds of evil (1). Wealthy Christians should share their wealth with the poor (1). • Christians are taught to love their neighbours (1). This encourages Christians to provide food and basic necessities for the poor (1). • The Parable of the Sheep and the Goats suggests that Christians will be judged on how they treat the poor (1). Those who care for the poor find their reward in heaven (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	4
	<p>Hinduism:</p> <ul style="list-style-type: none"> • The Rig Veda teaches that not sharing wealth will lead to ruin (1). Hindus are 	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not 	

	<p>encouraged to share wealth with those in need (1).</p> <ul style="list-style-type: none"> • Dharma encourages Hindus to earn money without exploiting anyone (1). It also encourages the sharing of wealth to avoid greed (1). • Hindus believe that acting with compassion towards the poor will bring good karma (1). Those currently living in poverty may see it as a punishment for previous bad actions (1). <p>Accept any other valid response.</p>	<p>relate both to the teaching given and to the question.</p>	<p>4</p>
	<p>Islam:</p> <ul style="list-style-type: none"> • The Prophet taught that a Muslim should wish for his brother what he wishes for himself (1). This encourages Muslims to share what they have with those in need (1). • The sanctity of life means that all humans should be treated with dignity and fairness (1). Muslims must be compassionate because every person is a unique creation of Allah (1). • The Hadith states 'He is not a believer who eats his fill while his neighbour goes hungry' (1). Fasting during Ramadan teaches empathy for those who have no choice in going without food (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	<p>4</p>

	<p>Judaism:</p> <ul style="list-style-type: none"> • The Talmud teaches the importance of not being greedy (1); 'Just as the Almighty visits the sick, feeds the hungry and clothes the naked, so you do the same' (1). • Jewish people are taught in Leviticus that when they harvest food they should not reap to the very edges of the field (1). Instead, they should leave this for the poor and strangers in the land (1). • Psalms teaches 'Happy are those who consider the poor, the Lord delivers them' (1). Those who help those in poverty are promised help from God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	<p>4</p>
	<p>Sikhism:</p> <ul style="list-style-type: none"> • Sikhs are expected to respect the equal rights of all people (1) and share their worldly belongings with those in need (1). • The Guru Granth Sahib teaches 'The true path to God lies in service to our fellow beings' (1). Sikhs provide a free meal at the langar for anyone who wants it (1). • Guru Nanak insisted that all people, rich or poor, sit together at the langar to eat food (1). This was contrary to 	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	

	<p>the caste system where food was considered polluted even by the shadow of someone of a lower caste (1). Accept any other valid response.</p>		4
Question Number	Indicative content		
7 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some religious people are exclusivist, preferring to live isolated lives with only those who share the same belief system. • Some Christians may prefer not to live in a multi-faith society because they are worried about the impact of other faiths on their children. For example, a mixed faith couple presents issues about what faith the child is raised in. • Religious people may be insulted if those of other faiths try to convert them. This can lead to disagreements, disruption, and even religious intolerance. • Some may worry that exposure to alternative ideas may dilute their faith and make it less significant in the longer term. <p>Accept any other valid response. (6)</p>		

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1) • Description of relevant religion, beliefs and values is mostly satisfactory (A02) • Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1)

	<ul style="list-style-type: none"> • Explanation of relevant religion, beliefs and values is comprehensive (AO2) • Explanation of significance and influence of beliefs and values is comprehensive (AO2)
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Question number	Indicative content	Mark
7(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some would agree with this suggesting that it may lead to hate speech and cause disruption in the community. Muslims are taught 'Be mindful of Allah, and say what is right'. • The Bible says 'Death and life are in the power of the tongue' so some Christians may agree that a person should control how they exercise their right to speak freely. • Individuals may use their freedom of speech to demonise others and lead to social isolation. • Christians are called to teach the word of God. They would suggest that it is only by telling others of Jesus that they can be saved from hell. • If an individual is denied freedom of speech they cannot defend themselves or others from false accusations. This may lead to injustice and exploitation. • The Pharisees once asked Jesus to stop his disciples praising God joyfully for the miracles they had seen. Jesus answered 'I tell you, if these 	12

	<p>became silent, the stones will cry out', suggesting Jesus understood the importance of free speech.</p> <p>Accept any other valid response.</p>	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning

		<p>that consider different viewpoints and make connections between the full range of elements in the question.</p> <ul style="list-style-type: none"> • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Mark
8(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • It is good for society (1) • It makes everyone safer (1) • It increases equality (1) • It increases opportunity (1) • It enables everyone to contribute (1). <p>Accept any other valid response.</p>	3

Question number	Answer	Reject	Mark
8(b)	<p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians may disagree with some human rights because they contradict the scriptures (1). For example, the right of people in same-sex relationships to marry (1). 	<ul style="list-style-type: none"> • Repeated reason/development. • Development that does not relate both to the reason given and to the question. 	4

	<ul style="list-style-type: none">• Some religious people object to the right of freedom of religion since they work to convert people to their faith (1), and believe that renouncing their faith is sinful (1).• The right of freedom of speech may lead to hate speak (1). Jewish people for example, may suffer from the effects of anti-Jewish propaganda (1). <p>Responses should be linked to a specific religion but similar reasons apply to all.</p> <p>Accept any other valid response.</p>		
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited use of religious terms (AO1) Description of relevant religion, beliefs and values is mostly satisfactory (A02) Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding (AO1) Explanation of relevant religion, beliefs and values is comprehensive (AO2) Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question Number	Indicative content
8 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Some non-religious people, such as humanists, believe the poor should be treated with kindness and compassion. Being born into poverty is a chance event, not a punishment. Some feel the treatment of the poor should focus on education and skills to increase the life chances of the poor and make society more equitable. Some believe the poor are deserving of their fate; they are lazy and not prepared to work hard. They suggest ignoring those in poverty until they help themselves. Some believe they are inherently better than the poor and choose to exploit the poor for personal gain. For example, by not paying those they employ fairly. <p>Accept any other valid response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited use of religious terms (AO1) Description of relevant religion, beliefs and values is mostly satisfactory (A02) Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding (AO1) Explanation of relevant religion, beliefs and values is comprehensive (AO2) Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
8(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Historically the Prophet's wife Khadijah was a successful business woman. Muslim women are encouraged to be educated and to excel in their areas of expertise for the good of the wider community. In Muslim communities in many countries a women's role is not just as wife and mother. Women can go on the Hajj pilgrimage, work outside the home and engage in politics. 	

	<ul style="list-style-type: none"> • In many modern families both partners have to work in order to provide for the family. Men and women both have a financial responsibility and a duty to nurture their children. • In Sikhism Guru Nanak taught the equality of all people. This is reflected in every aspect of Sikh society where there should not be differences in roles and responsibilities. • Some Christians will disagree with the statement based on the teaching of St Paul in 1st Timothy which suggests women should marry, have children and guide the house. This may lead to some women giving up their careers in order to look after their family. • St Paul taught that women should be silent in Church, suggesting that they should not teach or manage men, rather staying within their traditional roles of wives and mothers. <p>Accept any other valid response.</p>	12
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an

		attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.